

Joseph S. Shanklin Elementary

121 Morrall Drive
Beaufort, South Carolina 29902

| | | |
|-----------------------|---|--------------|
| Grades | PK-5 Elementary School | |
| Enrollment | 493 Students | |
| Principal | N'Kia Jones-Campbell | 843-466-3400 |
| Superintendent | Dr. Phillip J. McDaniel, Interim Superintendent | 843-322-2300 |
| Board Chair | Dale Friedman | 843-322-2356 |

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 0 | 6 | 47 | 58 | 9 |

IMPROVEMENT RATING

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS

NO

This school met 16 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|-------------|------------------------|---------------------------|---------------------------------|
| 2003 | Average | Unsatisfactory | No |
| 2004 | Average | Good | Yes |
| 2005 | Average | Unsatisfactory | Yes |
| 2006 | Average | Good | No |

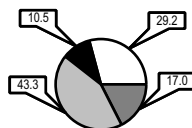
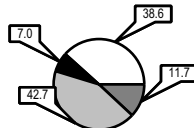
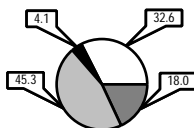
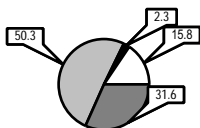
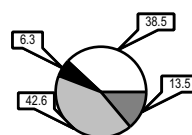
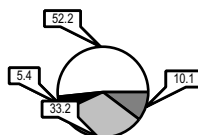
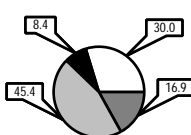
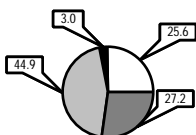
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

96.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

| | | |
|--|--------------------|---|
| | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
| | Proficient | Well prepared to work at next grade level; met expectations |
| | Basic | Met standards; minimally prepared, can go to next grade level |
| | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced (adj.)</i> | <i>Performance Objective Met</i> | <i>Participation Objective Met</i> |
|--|---|-----------------|----------------------|----------------|---------------------|-------------------|---|--------------------------------------|--|
| English/Language Arts – State Performance Objective = 38.2% | | | | | | | | | |
| All Students | 193 | 98.4 | 14.3 | 51.2 | 32.1 | 2.4 | 47.6 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 96 | 96.9 | 19.5 | 47.6 | 30.5 | 2.4 | 42.7 | N/A | N/A |
| Female | 97 | 100.0 | 9.3 | 54.7 | 33.7 | 2.3 | 52.3 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | |
| White | 53 | 100.0 | 4.2 | 56.3 | 35.4 | 4.2 | 66.7 | Yes | Yes |
| African American | 118 | 98.3 | 20.6 | 48.6 | 29.0 | 1.9 | 37.4 | Yes | Yes |
| Asian/Pacific Islander | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 21 | 95.2 | 0.0 | 58.3 | 41.7 | 0.0 | 58.3 | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 174 | 100.0 | 11.6 | 52.3 | 33.5 | 2.6 | 49.7 | N/A | N/A |
| Disabled | 19 | 84.2 | 46.2 | 38.5 | 15.4 | 0.0 | 23.1 | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 193 | 98.4 | 14.3 | 51.2 | 32.1 | 2.4 | 47.6 | N/A | N/A |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 8 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 185 | 98.4 | 14.6 | 50.0 | 32.9 | 2.4 | 48.8 | N/A | N/A |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 148 | 98.6 | 15.6 | 53.1 | 29.7 | 1.6 | 43.0 | Yes | Yes |
| Full-pay meals | 45 | 97.8 | 10.0 | 45.0 | 40.0 | 5.0 | 62.5 | N/A | N/A |

| | | | | | | | | | |
|--|-----|-------|------|------|------|-----|------|-----|-----|
| Mathematics – State Performance Objective = 36.7% | | | | | | | | | |
| All Students | 193 | 98.4 | 31.0 | 46.4 | 18.5 | 4.2 | 30.4 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 96 | 96.9 | 34.1 | 41.5 | 20.7 | 3.7 | 30.5 | N/A | N/A |
| Female | 97 | 100.0 | 27.9 | 51.2 | 16.3 | 4.7 | 30.2 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | |
| White | 53 | 100.0 | 8.3 | 54.2 | 29.2 | 8.3 | 52.1 | Yes | Yes |
| African American | 118 | 98.3 | 43.9 | 41.1 | 14.0 | 0.9 | 18.7 | No | Yes |
| Asian/Pacific Islander | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 21 | 95.2 | 8.3 | 66.7 | 16.7 | 8.3 | 41.7 | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 174 | 100.0 | 28.4 | 48.4 | 18.7 | 4.5 | 31.6 | N/A | N/A |
| Disabled | 19 | 84.2 | 61.5 | 23.1 | 15.4 | 0.0 | 15.4 | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 193 | 98.4 | 31.0 | 46.4 | 18.5 | 4.2 | 30.4 | N/A | N/A |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 8 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 185 | 98.4 | 31.1 | 45.7 | 18.9 | 4.3 | 30.5 | N/A | N/A |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 148 | 98.6 | 34.4 | 44.5 | 18.0 | 3.1 | 27.3 | Yes | Yes |
| Full-pay meals | 45 | 97.8 | 20.0 | 52.5 | 20.0 | 7.5 | 40.0 | N/A | N/A |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced</i> |
|--------------------------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| Science | | | | | | | |
| All Students | 193 | 100.0 | 38.6 | 42.7 | 11.7 | 7.0 | 18.7 |
| Gender | | | | | | | |
| Male | 96 | 100.0 | 41.2 | 37.6 | 8.2 | 12.9 | 21.2 |
| Female | 97 | 100.0 | 36.0 | 47.7 | 15.1 | 1.2 | 16.3 |
| Racial/Ethnic Group | | | | | | | |
| White | 53 | 100.0 | 16.7 | 41.7 | 29.2 | 12.5 | 41.7 |
| African American | 118 | 100.0 | 49.5 | 41.3 | 5.5 | 3.7 | 9.2 |
| Asian/Pacific Islander | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 21 | 100.0 | 30.8 | 61.5 | 0.0 | 7.7 | 7.7 |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Disability Status | | | | | | | |
| Not Disabled | 174 | 100.0 | 34.2 | 46.5 | 12.3 | 7.1 | 19.4 |
| Disabled | 19 | 100.0 | 81.3 | 6.3 | 6.3 | 6.3 | 12.5 |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 193 | 100.0 | 38.6 | 42.7 | 11.7 | 7.0 | 18.7 |
| English Proficiency | | | | | | | |
| Limited English Proficient | 8 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 185 | 100.0 | 38.3 | 42.5 | 12.0 | 7.2 | 19.2 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 148 | 100.0 | 42.3 | 44.6 | 7.7 | 5.4 | 13.1 |
| Full-pay meals | 45 | 100.0 | 26.8 | 36.6 | 24.4 | 12.2 | 36.6 |

| | | | | | | | |
|--------------------------------|-----|-------|------|------|------|------|------|
| Social Studies | | | | | | | |
| All Students | 193 | 100.0 | 29.2 | 43.3 | 17.0 | 10.5 | 27.5 |
| Gender | | | | | | | |
| Male | 96 | 100.0 | 34.1 | 37.6 | 15.3 | 12.9 | 28.2 |
| Female | 97 | 100.0 | 24.4 | 48.8 | 18.6 | 8.1 | 26.7 |
| Racial/Ethnic Group | | | | | | | |
| White | 53 | 100.0 | 14.6 | 43.8 | 20.8 | 20.8 | 41.7 |
| African American | 118 | 100.0 | 36.7 | 44.0 | 14.7 | 4.6 | 19.3 |
| Asian/Pacific Islander | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 21 | 100.0 | 23.1 | 38.5 | 23.1 | 15.4 | 38.5 |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Disability Status | | | | | | | |
| Not Disabled | 174 | 100.0 | 27.1 | 43.2 | 18.7 | 11.0 | 29.7 |
| Disabled | 19 | 100.0 | 50.0 | 43.8 | 0.0 | 6.3 | 6.3 |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 193 | 100.0 | 29.2 | 43.3 | 17.0 | 10.5 | 27.5 |
| English Proficiency | | | | | | | |
| Limited English Proficient | 8 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 185 | 100.0 | 28.1 | 43.7 | 17.4 | 10.8 | 28.1 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 148 | 100.0 | 32.3 | 44.6 | 16.9 | 6.2 | 23.1 |
| Full-pay meals | 45 | 100.0 | 19.5 | 39.0 | 17.1 | 24.4 | 41.5 |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

| | Grade | Enrollment 1 st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced |
|------------------------------|-------|--|----------|---------------|---------|--------------|------------|------------------------------|
| English/Language Arts | | | | | | | | |
| 2005 | 3 | 66 | 100.0 | 3.3 | 38.3 | 53.3 | 5.0 | 58.3 |
| | 4 | 65 | 100.0 | 19.6 | 46.4 | 30.4 | 3.6 | 33.9 |
| | 5 | 76 | 98.7 | 29.9 | 55.2 | 14.9 | 0.0 | 14.9 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 3 | 68 | 97.1 | 17.0 | 58.5 | 24.5 | 0.0 | 24.5 |
| | 4 | 64 | 100.0 | 10.0 | 46.7 | 40.0 | 3.3 | 43.3 |
| | 5 | 61 | 98.4 | 16.4 | 49.1 | 30.9 | 3.6 | 34.5 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics | | | | | | | | |
| 2005 | 3 | 66 | 100.0 | 18.3 | 70.0 | 10.0 | 1.7 | 11.7 |
| | 4 | 65 | 100.0 | 21.4 | 41.1 | 25.0 | 12.5 | 37.5 |
| | 5 | 76 | 100.0 | 39.7 | 47.1 | 8.8 | 4.4 | 13.2 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 3 | 68 | 97.1 | 32.1 | 58.5 | 9.4 | 0.0 | 9.4 |
| | 4 | 64 | 100.0 | 30.0 | 40.0 | 23.3 | 6.7 | 30.0 |
| | 5 | 61 | 98.4 | 30.9 | 41.8 | 21.8 | 5.5 | 27.3 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Science | | | | | | | | |
| 2005 | 3 | 66 | 100.0 | 36.7 | 46.7 | 15.0 | 1.7 | 16.7 |
| | 4 | 65 | 98.5 | 38.2 | 36.4 | 14.5 | 10.9 | 25.5 |
| | 5 | 76 | 100.0 | 55.9 | 33.8 | 5.9 | 4.4 | 10.3 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 3 | 68 | 100.0 | 41.8 | 47.3 | 9.1 | 1.8 | 10.9 |
| | 4 | 64 | 100.0 | 30.0 | 38.3 | 20.0 | 11.7 | 31.7 |
| | 5 | 61 | 100.0 | 44.6 | 42.9 | 5.4 | 7.1 | 12.5 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Social Studies | | | | | | | | |
| 2005 | 3 | 66 | 100.0 | 26.7 | 56.7 | 11.7 | 5.0 | 16.7 |
| | 4 | 65 | 98.5 | 25.5 | 52.7 | 16.4 | 5.5 | 21.8 |
| | 5 | 76 | 100.0 | 50.0 | 41.2 | 5.9 | 2.9 | 8.8 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 3 | 68 | 100.0 | 30.9 | 50.9 | 18.2 | 0.0 | 18.2 |
| | 4 | 64 | 100.0 | 8.3 | 41.7 | 26.7 | 23.3 | 50.0 |
| | 5 | 61 | 100.0 | 50.0 | 37.5 | 5.4 | 7.1 | 12.5 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|---|-------------------|------------------------------|---|---------------------------------|
| Students (n= 493) | | | | |
| First graders who attended full-day kindergarten | 100.0% | No change | 100.0% | 100.0% |
| Retention rate | 1.6% | Down from 1.8% | 3.6% | 2.8% |
| Attendance rate | 96.3% | Up from 95.9% | 96.3% | 96.4% |
| Students with disabilities other than speech taking PACT (ELA) off grade level | 1.1% | Down from 4.9% | 0.0% | 0.0% |
| Students with disabilities other than speech taking PACT (Math) off grade level | 1.0% | Down from 2.9% | 0.0% | 0.0% |
| Eligible for gifted and talented | 20.3% | Up from 18.1% | 6.8% | 10.4% |
| On academic plans | 38.6% | N/AV | 46.1% | 33.6% |
| On academic probation | 0.0% | N/AV | 0.5% | 1.0% |
| With disabilities other than speech | 4.8% | Down from 5.6% | 7.6% | 7.5% |
| Older than usual for grade | 0.4% | Down from 0.7% | 1.2% | 0.8% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.0% | No change | 0.0% | 0.0% |
| Teachers (n= 32) | | | | |
| Teachers with advanced degrees | 62.5% | Up from 61.1% | 50.0% | 53.8% |
| Continuing contract teachers | N/AV | | N/AV | N/AV |
| Classes not taught by highly qualified teachers | 4.1% | N/A | 2.8% | 2.4% |
| Teachers with emergency or provisional certificates | 3.8% | Up from 3.2% | 0.0% | 0.0% |
| Teachers returning from previous year | 83.7% | Down from 84.5% | 87.0% | 87.3% |
| Teacher attendance rate | 95.4% | Down from 96.1% | 94.9% | 94.9% |
| Average teacher salary | \$43,709 | Up 0.4% | \$41,447 | \$42,485 |
| Prof. development days/teacher | 10.2 days | Down from 12.8 days | 13.3 days | 13.3 days |
| School | | | | |
| Principal's years at school | 9.0 | Up from 8.0 | 3.5 | 4.0 |
| Student-teacher ratio in core subjects | 19.6 to 1 | Up from 19.0 to 1 | 17.6 to 1 | 18.6 to 1 |
| Prime instructional time | 90.7% | Up from 89.9% | 89.6% | 89.7% |
| Dollars spent per pupil* | \$7,041 | Up 7.5% | \$6,854 | \$6,557 |
| Percent of expenditures for teacher salaries* | 71.3% | No change | 63.0% | 64.0% |
| Percent of expenditures for instruction* | 73.2% | | 69.0% | 69.1% |
| Opportunities in the arts | Good | No change | Good | Good |
| Parents attending conferences | 99.1% | Up from 99.0% | 99.0% | 99.0% |
| SACS accreditation | No | No change | Yes | Yes |
| Character development | Good | No change | Excellent | Excellent |

* Prior year audited financial data are reported.

| | Our District | State |
|---|------------------------|----------------------------|
| Classes in low poverty schools not taught by highly qualified teachers | 9.6% | 6.2% |
| Classes in high poverty schools not taught by highly qualified teachers | 12.3% | 10.2% |
| | State Objective | Met State Objective |
| Classes not taught by highly qualified teachers in this school | 0.0% | No |
| Student attendance in this school | 94.0%* | Yes |

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

All students and staff of Joseph Shanklin Elementary School continued to make significant strides toward their goal of excellence in all academic areas during the 2005-06 school year.

Students at Joseph Shanklin Elementary experienced success through challenging, exciting, and enjoyable learning experiences this school year. Students were actively involved in many school-wide programs that helped to increase academic performance. These programs included Guided Reading, Math Problem of the Week, Math Facts Drills, 100 Book Challenge, Reading Counts, and D.E.A.R. (Drop Everything and Read).

Our teachers continue to participate in staff development training that enhances student achievement. Each of the six grade levels engaged in a yearlong study of differentiated instruction. Data Driven Decision Making was also an important tool that was used to monitor success in the classrooms. Additionally, teachers and staff participated in training designed to improve instruction: effective math strategies, Collin's Writing and implementation of technology in the classroom.

This was a year of great success. One of our 5th grade students was recognized at the state level for winning the Lt. Governor's Essay this school year. Students excelled in the area of reading. Many students surpassed expectations in the 100 Book Challenge Program by exceeding the 400-line level.

The PTO sponsored reading incentives, donated funds to the school for educational activities, and provided volunteers for the classrooms. The School Improvement Council served as planners for this year's courtyard project. It was the School Improvement Council's vision to beautify the courtyard and make this project a great learning experience for all students at Joseph Shanklin Elementary School.

We continue to have many parents take part in activities in which student performance and participation are included. However, there is a lack of participation in our Volunteer Programs, PTO, and School Improvement Council. We continue to provide opportunities for our parents to learn more about ways they can help their children be successful in school. Parents who attended our parenting workshops and Sand Dollar Club sessions (Family Reading, Family Math, Family Science) found them enjoyable and valuable learning experiences.

It is evident that the students, parents, and teachers share a vision of excellence. This vision embraces high academic achievement for all students. Joseph Shanklin is truly a place that prides itself in EXCELLENCE.

Ricky Green, SIC Chairperson
Rita B. Smith, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 27 | 55 | 48 |
| Percent satisfied with learning environment | 74.1% | 83.3% | 79.2% |
| Percent satisfied with social and physical environment | 92.3% | 88.9% | 83.0% |
| Percent satisfied with school-home relations | 44.4% | 85.2% | 71.7% |

*Only students at the highest elementary school grade level at this school and their parents were included.